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ABSTRACT

The curriculum guide for the articulated three-year French language program in Alberta public schools, designed as a minimum language program, outlines: (1) a set of program objectives reflecting the program's basic educational objectives, and a rationale to support inclusion of French in a school curriculum; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance statements and linguistic content for each of grades 10 through 12; (4) specific minimum core content for all students as well as elective components for enrichment; and (5) suggested teaching and learning strategies and evaluation procedures. A list of reading resources and an index cross-referencing specific performance objectives with the text "French for Mastery" are included. (MSE)

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THREE - YEAR FRENCH PROGRAM

curriculum guide

GRADES 10-12

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This curriculum guide is a service publication only. The information is prescriptive only insofar as the content of the curriculum guide duplicates the statement for French as a second language contained in the Alberta Program of Studies.

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INTRODUCTION

The Three-Year French Program begins in Grade 10 and ends in Grade 12. It is designed for school jurisdictions which are able to offer only a minimum program in French as a second language.

The characteristics of the program include:

1. A set of objectives which reflect the Goals of Basic Education along with a rationale to support the inclusion of French in a school program;

2. Specification of minimum expectations for each language skill (listening, speaking, reading and writing) and for cultural understanding at the end of Grade 12;

3. Specification of performance statements and linguistic content for each of Grades 10 through 12;

4. Specification of minimum core content for all students as well as elective components for enrichment;

5. Suggested teaching and learning strategies and evaluation procedures.

RATIONALE

French has been taught in Alberta schools since the province came into being. However, experience with existing programs and evaluation thereof indicate the need for more suitable guidelines for teachers and administrators in order to provide their students with experiences which will lead to more effective learning appropriate to the national and international scenes.

English and French, the two official languages of Canada, are languages which have influenced and continue to influence the Western world. All students should therefore be given the opportunity and encouragement to acquire French as an additional language. In learning French, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between French and English-speaking peoples. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater openmindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express his opinions and feelings, in effect, to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multi-cultural society, knowledge of another language should thus enable an individual to communicate more effectively in a greater variety of situations related to work or leisure activities. The application of language skills, by extending the range of an individual's human relationships, results in a strong sense of personal achievement and satisfaction.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of French, the learner can become conscious of those skills and how they apply to any language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a

sentence, and to analyse a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate. Through reading and writing in French, one becomes more aware of the shared conceptual bases of both French and English. As a result of their commonalties and parallel development, the two languages complement each other in many ways. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes - people from all walks of life - are going abroad more frequently to visit or to work. Students in our schools cannot foresee where and with whom they will be called upon to work. Multinational companies in particular, when hiring employees, may consider knowledge of more than one language important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this guide to outline a curriculum which will help Alberta's students to begin to develop the minimum basic skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphasis, they are identified as those equally important to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
   - 1.1 developing the receptive skills of listening and reading, including in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
   - 1.2 developing the productive skills of speaking and writing including in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:
   - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
   - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
   - 2.3 becoming more aware of his own cultural heritage through learning of French;
   - 2.4 becoming aware of and appreciating through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
   - 2.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.

3. To develop originality and creativity in language by:

   3.1 enabling him to apply his skills to new and meaningful situations;

   3.2 enabling him to express his own ideas and feelings;

   3.3 enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:

   4.1 recognizing the basic structural similarities and differences between French and English;

   4.2 acquiring some knowledge of the structure and function of languages;

   4.3 developing an awareness of regional, social and functional variations of spoken and written language;

   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve his proficiency in languages through further language study whether for interest, post-secondary requirements or vocational needs.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 10, 11 and 12

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

By the end of Grade 12, the student, by listening, will have developed his ability to:

1) Distinguish phonetic differences within the French sound system;
2) Distinguish French intonation and stress patterns;
3) Demonstrate understanding of familiar questions, statements, and instructions which incorporate the basic elements of the program;
4) Demonstrate understanding of new combinations of structures and vocabulary of the program;
5) Understand various speakers using the linguistic structures of the program;
6) Recognize specific information and ideas;
7) Understand information in material containing cognates and a limited number of unfamiliar lexical items.

SPEAKING

By the end of Grade 12, the student will have developed his ability to:

1) Produce accurately French sounds, intonation, rhythm, stress, elision and liaision;
2) Respond orally to cues which require the use of basic linguistic elements of the program;

3) Produce a sentence by recombining known elements;

4) Describe a familiar situation from cultural or textual materials;

5) Relate a sequence of actions;

6) Ask for information using familiar vocabulary;

7) Interview someone using basic elements of the program;

8) Speak with prior preparation on a selected topic;

9) Participate in a simple conversation or discussion on a familiar topic;

10) Express some of his own ideas, feelings, and routine activities.

READING

By the end of Grade 12, a student will have furthered his ability to:

1) Read silently with comprehension familiar material learned orally;

2) Read aloud familiar vocabulary and global expressions with correct rhythm and pronunciation;

3) Read silently with comprehension, recombinations and rearrangements of familiar material;

4) Read for general meaning material containing some unfamiliar cognates or vocabulary items;

5) Read for specific information and ideas;

6) Read for major ideas contained in a short text;

7) Read newspaper and magazine articles and/or simple stories for pleasure.

WRITING

By the end of Grade 12, the student will have developed his ability to:

SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

Grade 10	Grade 11	Grade 12
35% Listening Comprehension	30% Listening Comprehension	25% Listening
35% Speaking	35% Speaking	35% Speaking
10% Reading	15% Reading	20% Reading
20% Writing	20% Writing	20% Writing

The above percentages are only approximations. Although the cultural objective is not mentioned in the above schedule, successful language instruction involves integration of all language skills and culture. Evaluation of language skills and culture should reflect emphasis and proportion of time spent on each aspect of language learning in the classroom.

Note: The proportion of time shown for reading and writing does not necessarily reflect the proportion of total time spent on these skills since many of these activities will be done outside of class.

OBJECTIVES AND CONTENT

The objectives and content are selected on the basis of categories of languages uses. Some examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Expressing Time
6. Expressing Possession
7. Expressing Manner and Means
8. Expressing Permission and Desire
9. Describing People and Things
10. Expressing Emotions and Attitudes
11. Expressing Cause and Effect.

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to do in verbal communication in the second language.

LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order although it is recommended that the specified objectives and content be

covered by the end of each grade. It is expected that the content specified in the categories of language use and skills described in the performance statements and minimum expectations be mastered by the end of Grade 12.

SUGGESTED VOCABULARY

The vocabulary is suggested for development of everyday themes and is intended to complement the vocabulary found in primary learning resources. These lists are an additional source for teacher reference and are considered to be elective.

CULTURE

Cultural themes and topics are presented to assist students to develop insights into the ways of life of French-speaking people as well as to acquire a knowledge about the people's achievements and contributions to civilization. Specific cultural topics are considered to be elective.

IN SUMMARY, THE CORE COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF FRENCH-SPEAKING CANADIANS.

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY;
2. SPECIFIC TOPICS RELATED TO MAJOR CULTURAL THEMES;
3. SPECIFIC TOPICS RELATED TO FRENCH COMMUNITIES.

PHONOLOGY

AT THE END OF GRADE 12, STUDENTS WILL BE ABLE:

1. To distinguish and to produce to the best of their ability all French sounds in a variety of communicative situations:

1.1 *Voyelles*

/a/ *madame*	/u/ *vous*	/œ/ *oeuf*
/ə/ *le*	/e/ *les*	Specific attention to:
/i/ *midi*	/ɛ/ *chaise*	/y/ *du*
/o/ *gâteau*	/ɔ/ *porte*	/ø/ *deux*

1.2 *Semi-voyelles*

Specific attention to:

/j/ *fille*
/w/ *oui*
/ɥ/ *huit*

1.3 *Voyelles nasales*

/ɛ̃/ *faim*
/ɔ̃/ *bon*
/œ̃/ *brun*
/ɑ̃/ *chante*

1.4 *Consonnes*

/f/ *fermier*
/g/ *grand*
/k/ *crayon*
/s/ *sept*
/ʃ/ *chien*
/t/ *tracteur*
/v/ *voiture*
/z/ *zéro*
/ʒ/ *jaune*
/m/ *maman*
/n/ *noir*

Specific attention to:

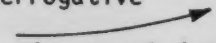
/r/ *rue*
/ɲ/ *campagne*
/p/ *pain*
/b/ *bébé*
/d/ *dent*
/l/ *Michel*

2. To recognize and produce correct intonation patterns:

2.1 Assertive

Je vais au cinéma.

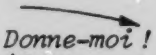
2.2 Interrogative



Il est malade?

Où est-ce que tu vas?

2.3 Imperative



Donne-moi !
(Gesture toward the speaker)

Sors!
(Gesture toward the door)

2.4 Exclamatory

Quelle belle chatte!

3. To produce even syllables in words and sentences with the stress on the last syllable of a word or breath group:

phar ma cie

Il va à la phar ma cie

4. To use correctly the liaison between subject and verb and between *C'est* and the following word:

/z/ as in *vous avez* (vuzave)

C'est un stylo [setœ̃stilo]

5. To produce accurate elisions:

C'est le cheval [selʃval]
petit /pti/
Voilà le garçon [vwalalgarsɔ̃]

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ABBREVIATIONS

Please note that in the boxes describing the structures to be taught, the following abbreviations are used:

adj.	- adjective	p. t.	- past tense
adv.	- adverb	pl.	- plural
art.	- article	poss.	- possessive
aux.	- auxiliary	pr. p.	- present participle
conj.	- conjunction	pred.	- predicate
def.	- definite	prep.	- preposition
fem.	- feminine	pres.	- present
fut.	- future	pron.	- pronoun
indef.	- indefinite	refl.	- reflexive
indir.	- indirect	rel.	- relative
infin.	- infinitive	sing.	- singular
int.	- interrogative	subj.	- subject
masc.	- masculine	subjun.	- subjunctive
n.	- noun	v.	- verb
p. p.	- past participle		

GRADE(S) 10

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to use appropriate social conventions.	
Greetings	*Bonjour.* *Bonsoir.* *Allô! (au téléphone).* *Salut.* *Bonne journée.* *Ca va?*
Responses	*Ça va (bien).* *Ca va mal.* *Pas mal.* *Oui, merci.* *Merci.*
Farewells	*Au revoir.* *A bientôt.* *Adieu.* *A la prochaine.* *Salut!* *A demain.* *Bonne nuit.* *Bonjour.* *A lundi.* *Bonsoir.*
Thanks	*Merci.* *Merci bien.* *Merci beaucoup.*
Apologies	*Pardon.* *Pardonnez-moi.* *Excuse-moi.* *Excusez-moi.*
Gaining attention	*Tiens, attention!* *Ah! Oh!* *Ecoute donc!* *Un moment.* *Pardon* | *M.* / *Mme* / *Mlle*
Introducing someone	*Voilà* / *Voici* | *Monsieur* / *Madame* / *Mademoiselle* — *M.* / *Mme* / *Mlle* — *c'est Jeanne.*
Concern and sympathy	*Quelle horreur!* *aïe! aïe! aïe!*

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GRADE(S) 10

CATEGORY: SOCIAL CONVENTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Good wishes	*Bonne année!* *Joyeux Noël!* *Bon anniversaire!* *Bonne fête!* *Bonne chance!*
Approval and disapproval	*D'accord!* *Bon!* *Ah non!* *Oui!* *Bravo!*
Manners	*S'il vous plaît.* *S'il te plaît.*

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to ask and tell who someone is.	1.1 *Qui est-ce + ?* / *C'est* + proper n. *Qui est-ce?* *C'est Paul.* *C'est Jacqueline.*
	1.2 *C'est + Monsieur* + last name. *Qui est-ce?* *C'est* | *Monsieur / Madame / Mademoiselle* | *Côté.*
	1.3 *C'est* + emphatic pron. *Qui est-ce?* *C'est* | *moi. / toi. / vous. / lui. / elle.*
2. to ask and tell someone's name.	2.1 *Comment* | *t'appelles-tu? / vous appelez-vous?* *Je m'appelle Nicole.* Note: Learn as a global expression only.
3. to ask and tell what something or who someone is.	3.1 *Qu'est-ce que c'est + ?* / *C'est + un / une* + n. / *Ce sont + des* + n. *Qu'est-ce que c'est?* *C'est un cahier.* *C'est une maison.* *Ce sont des chats.* *Ce sont des disques.*

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	3.2 *Qui est-ce? C'est* papa / maman / le directeur
4. to ask and tell about place of birth.	4.1 *Où est-ce que vous êtes né (née)?* *Je suis né (née)* au Canada. / à Calgary. / en Alberta.
5. to ask and tell about date of birth.	5.1 *Quand est-ce que* tu es né (née)? / vous êtes né (née)? *Je suis né (née) le 15 août 1969.*
6. to ask and tell about age.	6.1 *Quel âge* as-tu? / avez-vous? / a-t-il? / a-t-elle? *J'ai douze ans.* *Elle (il) a 15 ans.*
7. to ask and tell about nationality.	7.1 *Est-ce que* tu es / vous êtes / il est *canadien(ne)?* *Oui, il est canadien.*
8. to ask and tell about occupations.	8.1 Subj. + *être* + name of occupation. *Est-ce que ton père est plombier?* *Oui, il est plombier.* Attention: *Je suis comptable.* Note: *comptable* expresses the quality of the subject so no article is used, just as in: *Je suis grand.*

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GRADE(S) 10

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: <u>The student will be able</u>:	
1. to ask and tell what one does.	1.1 [Subj. + v. + ?] / [Subj. + v.] *Tu travailles?* *Oui, je travaille.* 1.2 [*Est-ce que* + subj. + v. + ?] *Est-ce que tu lis?* *Oui, je lis.* 1.3 [*Qu'est-ce que* + subj. + *faire* + ?] *Qu'est-ce que tu fais?* *Je travaille.* 1.4 [*Qu'est-ce que* + subj. + v. + ?] / [Subj. + v. + obj.] *Qu'est-ce que tu regardes?* *Je regarde la rue.* Note: a. Teach the use of verbs in the affirmative. b. Verbs are to be learned in all persons including *on*.
2. to express actions in the negative.	2.1 [Subj. + *ne* + v. + *pas.*] *Il ne chante pas.*
3. to carry out commands.	3.1 [Verb] *Marche!* *Marchons!* *Marchez!* Note: Distinguish between the singular and plural of second person forms.
4. to give commands in the affirmative and in the negative.	4.1 [*Ne* + imperative form of v. + *pas.*] *Parle!* *Ne parle pas!* *Parlez!* *Ne parlez pas!* *Parlons!* *Ne parlons pas!*

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
5. to express completed actions in the affirmative, negative and interrogative forms.	5.1 Verbs using *"avoir"* and *"être"* as auxiliaries including irregular verbs as needed. Subj. + aux. pres. *avoir* + p.p. + ... *J'ai écrit à mon père.* 5.2 Subj. + aux. pres. *être* + p.p. *(e)(s)* + ... *Je suis allé au marché à 8 heures.* 5.3 Subj. + *ne* + aux. pres. + *pas* + p.p. + ... *Je n'ai pas écrit à ma mère.* *Elles ne sont pas sorties.* NOTE: Teach *le passé composé* in contrast to the present tense. NOTE: The past participle agrees with the subject in gender and number with verbs using *être* as the auxiliary.
6. to express an action in the immediate future.	6.1 Subj. + *aller* + v. in the infin. *Je vais danser ce soir.* Subj. + *ne* + *aller* + *pas* + infin. *Je ne vais pas manger.*

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT

Grade 10 The student will be able:

1. to ask and tell where people and objects are located.

2. to express the location of people or objects in relation to each other.

1.1 *Où + est / sont + n. + ?*

Le / La / Les + voilà.

Où est Paul?
Le voilà.

Note: Gesture is required with answer using *voilà*.

1.2 *Où est le bureau de poste?* — *Le voilà.*
Où est la banque? — *La voilà.*
Où sont les magasins? — *Les voilà.*

2.1 *Où + être* + modified n. + ?

Subj. + *être* + prepositional phrase.

Il est	*au cinéma.* / *à la pharmacie.*
Ils sont	*à l'école.* / *aux courses.*

Où est le directeur?
Il est au bureau.

Où sont les enfants?
Ils sont à la maison.

Où sont les livres?
Ils sont sur la table.

NOTE: a. Teach contracted articles *au, à la, à l'* and *aux*.

b. Restrict prepositions to those not followed by *de*.

CATEGORY: EXPRESSING LOCATION (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	2.2 *Où + est-ce que +* subj. + v. + *?* *Où est-ce que tu travailles?* *Je travaille au centre d'achats.*
3. to ask and tell where one lives.	3.1 Subj. + v. + *à* + name of city. *Où est-ce que tu habites?* *J'habite à Edmonton.* *J'habite Red Deer.* *J'habite au cent quinze vingt-trois, quarante-deuxième rue.* NOTE: The preposition *à* is optional in the answer.

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to ask and tell the time of day in hours and minutes.	1.1 *Quelle heure est-il?* *Il est deux heures.*
2. to ask and tell the parts of the day.	2.1 *C'est le matin?* *Oui, c'est le matin.*
3. to ask and tell the days of the week.	3.1 *Quel jour est-ce, aujourd'hui?* *C'est mardi.*
4. to ask and tell the months of the year.	4.1 *Quel mois est-ce?* *C'est septembre.*
5. to ask and tell the date.	5.1 *Quelle est la date?* *C'est le 15 avril.* *C'est lundi, le 15 avril.* *Quelle est la date de ton anniversaire?* *C'est le 2 mai.*
6. to ask and tell the seasons.	6.1 *Quelle saison est-ce?* *C'est le printemps.*
7. to ask and tell when an action takes place.	7.1 *Quand + est-ce que +* subj. + v. + ? Subj. + v. + part of the day. *Quand est-ce qu'il travaille?* *Il travaille l'après-midi.*
	7.2 *A quelle heure + est-ce que +* subj. + v. + ? Subj. + v. + time of the day. *A quelle heure est-ce qu'il travaille?* *Il travaille à deux heures.*
8. to express frequency.	8.1 *Le +* time expression + subj. + v. + prepositional phrase. *Le lundi, je mange à la maison.* 8.2 *L'après-midi, je vais à l'école.* Note: Use *le* before days and parts of the day to denote habitual action.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT

Grade 10 The student will be able:

1. to ask and tell about possession, using the verb *avoir*.

2. to ask and tell about possession, using *de* and a noun.

3. to express possession in answer to questions using all forms of the possessive adjective.

1.1 Subj. + *avoir* + object + ?

Tu as un frère?
Oui, j'ai un frère.

Note: Teach all persons of *avoir*.

C'est / *Ce sont* + def. art. + n. + *de* + n. + ?

Contracted articles

Masculine Singular	Feminine Singular
de + le = du / de l'	*de + la = de la / de l'*
Plural	
de + les = des	

2.1 *C'est le livre de Richard?*
Non, c'est le livre de Paul.

2.2 *C'est le camion du boulanger?*
Non, c'est le camion du boucher.

2.3 *C'est la porte de la banque?*
Non, c'est la porte de la pharmacie.

2.4 *C'est le chapeau de l'étudiant?*
Non, c'est le chapeau de l'avocat.

2.5 *Ce sont les portes des magasins?*
Non, ce sont les portes des maisons.

3.1

	Masculine	Feminine
Singular	*mon* *ton* *son* *notre* *votre* *leur*	*ma* *ta* *sa*
Plural	*mes* *tes* *ses* *nos* *vos* *leurs*	

C'est la maison de Paul et de Pierre?
Oui, c'est leur maison.

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to count from 1 - 1001	
2. to ask and tell telephone numbers.	2.1 [*Quel + être +* modified n. *+ ?*] *Quel est ton numéro de téléphone?* *434-5678 (quatre cent trente-quatre, cinquante-six, soixante-dix-huit, ou quatre, trois, quatre, cinq, six, sept, huit (au Canada*
3. to ask and tell the number of people or things.	3.1 [*Combien de +* pl. n. *+ est-ce que +* subj. *+ avoir + ?*] [Subj. *+ avoir +* number *+* n.] *Combien de* | *frères* / *livres* | *est-ce que tu as?* *J'ai trois frères.* *J'ai trois livres.* 3.2 [Subj. *+ ne + avoir + pas + de +* n.] *Je n'ai pas de frères.*

GRADE(S) 10

CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to ask and tell what one is or is not able to do.	1.1 *Est-ce que* + subj. + *pouvoir* + infin. + ? Subj. + *pouvoir* + infin. *Est-ce que tu peux venir?* *Oui, je peux venir.* 1.2 Subj. + *ne* + *pouvoir* + *pas* + infin. *Il ne peut pas sortir.*
2. to ask and tell what one does or does not want to do.	2.1 *Est-ce que tu veux sortir?* *Oui, je veux sortir.* 2.2 *Non, je ne veux pas sortir.*
3. to distinguish skill in an activity from ability to perform an action.	3.1 Subj. + *savoir* + infin. *Je sais nager.* 3.2 Subj. + *pouvoir* + infin. *Je peux nager.* 3.3 Subj. + *ne* + *pouvoir* + *pas* + infin. *Je ne peux pas nager.*

GRADE(S) 10

CATEGORY: DESCRIBING PEOPLE, THINGS & CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to ask and tell the colour of things.	1.1 *De quelle couleur + être + n. + ?* Subj. + *être* + colour. *De quelle couleur est le tableau?* *Il est vert.* *De quelle couleur est le drapeau canadien?* *Il est rouge et blanc.* *De quelles couleurs sont les feuilles en automne?* *Elles sont jaunes et rouges.* Note: Colours agree in gender and number with the subject of the verb *être*.
2. to ask and tell the quality of things and people.	2.1 *Comment + être + n. + ?* Subj. + *être* + adj. *Comment est ta chambre?* *Elle est grande.* Note: adjectives agree in gender and number with the subject of the verb *être*.
3. to intensify quality.	3.1 Subj. + *être* + adv. + adj. *Il est très grand.* *Elle est très* | *contente.* / *jolie.*
4. to tell the quality of people and things.	4.1 *C'est* + indef. art. + adj. + n. *C'est une belle fille.* *C'est une jolie robe.* Note: Teach the singular form of adjectives which precede the noun. *C'est une belle robe verte.*

GRADE(S) 10

CATEGORY: DESCRIBING PEOPLE, THINGS & CONDITIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	C'est + indef. art. + n. + adj. *C'est un chapeau vert.* *Ce sont des chapeaux verts.* *C'est une robe blanche.* *Ce sont des robes blanches.*
5. to describe weather.	5.1 *Quel temps fait-il?* *Il fait beau.* *Il pleut.*
6. to describe how someone performs an action.	6.1 Subj. + v. + adv. *Comment est-ce qu'il joue au hockey?* *Il joue bien.*
	7.1 *Comment vas-tu?* *J'ai mal à la tête.* *Je vais bien.* Note: Teach *avoir mal à* as an idiomatic expression.

GRADE(S) 10

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to express states of mind and attitudes with verbs which require a complementary infinitive.	1.1 Subj. + v. + infin. *J'aime danser.* *Je déteste chanter.* Note: Use *mais* and *ou* as conjunctions to formulate sentences expressing alternatives. *J'aime danser mais je déteste chanter.*
2. to express obligation with verbs which require a complementary infinitive.	2.1 *Je dois lire.*
3. to ask and tell what one is obliged or not obliged to do.	3.1 *Qu'est-ce que tu dois faire?* *Je dois partir à 4:00 h.* *Je dois faire mes devoirs.*

GRADE(S) 10

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to ask for and express a reason.	1.1 *Pourquoi est-ce que* + subj. + v. + ? Subj. + v. + *parce que* + subj. + v. *Parce que* + subj. + v. Subj. + v. *Pourquoi est-ce qu'il chante?* *Il chante parce qu'il est content.* *Parce qu'il est content.*

GRADE(S) 11

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to use appropriate social conventions.	
Greetings	*Comment allez-vous?* *Vous allez bien?* *Comment + aller +* person *+ ?*
Farewells	*A tout à l'heure.* *A ce soir.*
Apologies	*Je regrette.* *J'en suis désolé.* *Ce n'est rien.*
Gaining attention	*Dis donc! Dites donc!* *Il y a quelqu'un?* *Qui est là?*
Introductions	*Enchanté(e).* *Je suis enchanté(e) de faire votre connaissance.*
Good wishes	*Bon weekend!* *Bonne fin de semaine!* *Bonne soirée!* *Bonnes vacances!* *Bon appétit!* *Bon courage!* *Meilleure santé!*
Congratulations	*Je vous félicite.* *Félicitations.* *Tous mes compliments.* (formal) *C'est formidable.*

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to express the relationship between two or more ideas.	1.1 Subj. + v. + *où / quand / comment* + subj. + v.
	Paul chante quand il travaille. *Quand Paul travaille, il chante.*
2. to express time relationships.	2.1 *Il fera du ski quand il neigera.* *Il sera riche quand il reviendra.* *Viens me voir quand tu reviendras.* *Aussitôt que Paul arrivera, nous irons au cinéma.*
	NOTE: Use *quand, lorsque, dès que, aussitôt que,* to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.
3. to express the relationship of the verb with the object noun and pronoun.	3.1 Subj. + v. + n. + *à / au / à l' / aux* + n.
	Que donnes-tu à ta mère? *Je donne une fleur à ma mère.*
	Subj. + ind. obj. pron. + v. + n.
	Que donnes-tu à ma mère? *Je lui donne une fleur.*
	3.2 Subj. + *ne* + ind. obj. pron. + v. + *pas.*
	Téléphones-tu à Jean? *Non, je ne lui téléphone pas.*
	3.3 Use of pronoun objects.
	me / te / nous / vous — *Il me parle*
	3.4 Use of two pronoun objects.
	Subj. + *me / te / se / nous / vous* + *le / la / les* + *lui / leur* + *y* + *en* + v.

CATEGORY: EXPRESSING RELATIONSHIPS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	Je la lui donne. *Il me les a rendus (es).* *Il ne leur en a pas donné.* NOTE: Agreement of the past participle with the preceding direct object.

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GRADE(S) 11

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to ask and tell where one goes to or comes from.	1.1 *Où est-ce que* + subj. + *aller* + ? Subj. + *aller* + *en, à, au, aux* + n. *Où est-ce que tu vas?* *Je vais à Edmonton.* *Je vais en France.* — *J'y vais* *Je vais au Brésil.* 1.2 *D'où est-ce que* + subj. + *venir* + ? Subj. + *venir* + *de* + n. *D'où est-ce que tu viens?* *Je viens de Calgary.* *Je viens d'Edmonton.* — *J'en viens* *Je viens de France.* *Je viens du Canada.* 1.3 *Je voyage de Vancouver à Edmonton.* 1.4 Subj. + *y* + v. *Tu vas au cinéma? Oui, j'y vais.* 1.5 Subj. + *en* + v. *Tu viens de France? Oui, j'en viens.*
2. to express geographic locations in reference to countries and continents.	2. *Balzac vivait en France.* *Au Japon on cultive des perles.* *Amsterdam se trouve aux Pays-bas.* *Il vient de Belgique.* *Il arrive du Sénégal.* *Ce sont des tableaux des Etats-Unis.* *Les Etats-Unis font partie de l'Amérique de nord.*
3. to express direction relative to another location.	3.1 Four points of the compass. *Où est-ce que Paul habite?* *Il habite au nord de Beaumont.* 3.2 Other prepositional expressions. *Beaumont est près de Leduc.*

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GRADE(S) 11

CATEGORY: EXPRESSING LOCATION (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
4. to express distance relative to another location.	4.1 *Edmonton est à quelle distance de Calgary?* *Edmonton est 289 kilomètres de Calgary.* *C'est à 289 kilomètres.*

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GRADE(S) 11

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS		LINGUISTIC CONTENT
Grade 11 The student will be able:		
1. to express time according to the 24 hour clock.	*1.1*	*Le train part à 23 h. 45.*
2. to express time of day.	*2.1*	*Il est 3h.20 de l'après-midi.* *Il est 2h. du matin.* *Il est 7 h. du soir.*
3. to express exact or approximate time.	*3.1*	*Il est 9 h. juste.* *Je pars dans 10 minutes.* *Il arrive vers 7h.* *Marie sera ici jusqu'à 3 h.*
4. to express degree of frequency.	*4.1*	*Il dort toujours* *Il ne dit jamais oui.*

GRADE(S) 11

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able:	
1. to ask and express possession.	1.1 *A qui est* + demonstrative adj. + n. + ? Subj. + *être* + *à* + disjunctive pron.

A qui est cette voiture?

Elle est à moi

		moi	*nous*
Il		*toi*	*vous*
Elle	*est à*	*lui*	*eux*
		elle	*elles*

GRADE(S) 11

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to seek specification persons, objects or places by using interrogative adjectives.

1.1 Int. adj. + *être* + pred. n.

Quel est votre numéro de téléphone?

1.2 Int. adj. + n. + *est-ce que* + subj. + v.

Quelle robe est-ce qu'elle met?

Int. adj. + n. + v. + -subj.

Quelle robe met-elle?

N.B.: The interrogative adjective agrees in number and gender with the noun it modifies.

Interrogative Adjectives		
	S	P
Masculine	*quel*	*quels*
Feminine	*quelle*	*quelles*

2. to specify persons and objects using demonstrative adjectives.

2.1 *A qui est* | *ce livre?* / *cette règle?*

Ce livre est à moi
Cette règle est à toi.

2.2

DEMONSTRATIVE ADJECTIVES		
	Masculine	Feminine
Singular	*ce garçon* *cet enfant*	*cette*
Plural	*ces*	

A qui sont ces | *livres?* / *règles?*

GRADE(S) 11

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	Ces | *livres* / *règles* | *sont à moi*

GRADE(S) 11

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to formulate questions by using inversion.	1.1 V. + hyphen + subj. pron. + ? *Que manges-tu?* 1.2 V. + hyphen + *t* + hyphen + *il* / *elle* + ? Note: *"t"* is placed between verb ending with a vowel and subject beginning with a vowel: e.g. *Aime-t-il . . . ?* *Aime-t-elle . . . . ?* *Où va-t-elle?*
2. to express action reflected on the subject.	2.1 Subj. + refl. pron. + v. *On s'amuse bien.* *Les autos ne s'arrêtent pas.* Note: Use only in present tense.
3. to express orders.	3.1 Use of the reflexive verbs in the imperative mood (affirmative and negative). *Lève-toi!* *Ne te lève pas!* 3.2 Use of all irregular verbs in the imperative mood. *Soyez gentils!* *Ne partez pas!*
4. to express an action replacing the noun object with a pronoun.	4.1 V. + subj. + direct object. *Regardes-tu la télévision?* *Oui, je la regarde.* *Non, je ne la regarde pas.* 4.2 Aux. + hyphen + subj. pron. + p.p. *As-tu vu ce film?* *Oui, je l'ai vu.* *As-tu pris la cassette?* *Oui, je l'ai prise.*
5. to express repeated action in the past.	5. Use of past indefinite *(imparfait).* *Je marchais tous les jours.*

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GRADE(S) 11

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
6. to distinguish continuing actions from completed actions in the past.	6.1 Appropriate use *"imparfait"* and *"passé composé"* tenses. *Il pleuvait quand je suis sorti(e).*
7. to express actions in the future.	7.1 *Nous partirons demain.* *Il viendra la semaine prochaine.* Note: Use all regular and irregular verbs covered to date in the future tense.

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to express parts of the whole in the affirmative and negative.	1.1 *Voilà de la farine.* *Voilà du pain.* *Je n'ai pas d'argent.*
2. to estimate quantity of things, people and conditions.	2.1 *J'ai assez de pain.* 2.2 Subj. + v. + adv. of quantity + *de* + n. *Il y a trop de monde.* 2.3 Subj. + v. + n. of quantity + *de* + n. *Elle a un verre de lait.*
3. to modify verbs with expressions of quantity.	3.1 Subj. + v. + adv. *Il parle trop.* Subj. + aux. + adv. + p.p. *Il a trop mangé.*
4. to modify adverbs and adjectives with expressions of quantity.	4.1 Subj. + v. + adv. + adv. *Elle parle trop vite.* Subj. + v. + adv. + adj. *Il est trop grand.*
5. to express quantity using the pronoun *en*.	5.1 Subj. + *en* + v. + number. *Combien de frères as-tu?* *J'en ai deux.*
6. to express restrictive quantity.	6.1 Subj. + *ne* + v. + *que* + number + n. *Combien de frères as-tu?* *Je n'ai qu'un frère.*
7. to use ordinal numbers.	7.1 *premier* to *vingt et unième*.

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able:	
1. to describe people using a wider variety of adjectives.	1.1. Subj. + *être* + adj. *Mon frère est vieux.*
	1.2 *Comment trouves-tu Paul?* *Je le trouve sympathique.* *Comment trouves-tu Marie?* *Je la trouve méchante.* Note: The adjective agrees in gender and number with the direct object pronoun preceding the verb.
2. to compare the quality of people and things.	2.1 Use of comparative degree. Subj. + *être* + *plus / moins / aussi* + adj. + *que* + n. *Je suis* | *plus / moins / aussi* | *intelligent(e)* | *que* | *mon frère.* *L'école est* | *plus / moins / aussi* | *grande* | *que* | *notre maison.*
3. to qualify actions.	3.1 Use of suffix *"ment"* to form adverbs. *naturel → naturelle → naturellement* Note: Add *"ment"* to the feminine singular forms of the adjective. Note: If the masculine singular form of the adjective ends in a vowel, add *"ment"* to the masculine singular rather than to the feminine. *vrai → vraie → vraiment*

GRADE(S) 11

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able:	
1. to ask and tell what one is obliged or is not obliged to do.	1.1 *Il faut* + infin. *Il faut travailler.* *Il ne faut pas crier.*
2. to express knowledge of place, of fact, of discipline.	2.1 *Elle ne connaît pas Montréal.* *Tu connais ce jeune homme.* *Il ne sait pas mon âge.* *Je sais son adresse et je connais sa maison.* 2.2 Use of *connaître.* *Elle connaît son métier.*

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GRADE(S) 12

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to use appropriate social conventions.	
Farewells	*A la semaine prochaine.* *A la prochaine fois.*
Thanks	*Vous êtes bien gentil.* *Je vous en prie.* *Il n'y a pas de quoi.*
Apologies	*N'en parlons plus!* *Ne t'inquiète pas!*
Seeking verification	*Peux-tu me dire si ...?* *A votre avis .....?*
Requests for repetition	*J'ai mal entendu, pourriez-vous répéter?*
Disapproval	*Jamais! Jamais de la vie!*

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to express the indefinite person or thing.	1.1 Use of *quelqu'un, quelque chose.* *Il y a quelqu'un à la porte.* *Il y a quelque chose dans la boîte.*
2. to express the negative of persons and objects.	2.1 Use of indefinite pronoun *rien, personne.* *Qui est là? Personne.* 2.2 Subject: *Personne / Rien* + *ne* + v. *Personne ne parle en classe.* *Rien ne m'amuse.* *Personne n'a parlé en classe.* *Rien ne m'a amusé.* 2.3 Object: Subj. + *ne* + v. + *rien / personne* *Je ne comprends rien.* *Je ne vois personne.* Subj. + *ne* + aux. + p.p. + *personne.* *Je n'ai vu personne.* Subj. + *ne* + aux. + *rien* + p.p. *Je n'ai rien vu.*
3. to refer to a previous or following statements or things.	3.1 Use of *cela (ça)* *Il m'a dit que j'étais bête, ça (cela) m'a ennuyé.*
4. to elaborate on a person or thing already mentioned.	4.1 Use of relative pronouns Subj. + v. + n. + *qui* + v. *J'ai une soeur qui travaille.* Subj. + v. + n. + *que* + subj. + v. *Paul a un livre que Marie aime.*

CATEGORY: SPECIFICATIONS OF PERSONS AND OBJECTS (Cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
5. to express the negative of persons and objects.	5.1 Subj. + *ne* + v. + *ni* + def. art. + n. + *ni* poss. adj. + def. art. poss. adj. *Je ne prendrai ni le train ni l'avion.* *Je ne trouve ni votre adresse ni votre numéro de téléphone.*
6. to identify persons and things.	6.1 Use of Indefinite Adjectives. *Il a parlé à chaque élève.* *Il n'a parlé à aucun élève.* *Plusieurs pompiers sont entrés dans la maison.*

N.B. INDEFINITE ADJECTIVES

Affirmative	Negative
certain (e)	*aucun (e)*
chaque	
plusieurs	
tel, telle	
tout, toute	
tous, toutes	

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to express relative time under specified conditions.	1.1 Use of *présent du conditionnel* of all verbs. *Je voudrais déjeuner.* *S'il était riche, il irait en Europe.* Note: Teach the conditional first in simple sentences, then with stated conditions using a *si* clause.
2. to express subjective notions.	2.1 Use of *présent du subjonctif.* *Il faut que* + subj. + pres. subjun. e.g. *Il faut que nous nous dépêchions.* Note: Teach the subjonctive mood using expression *"il faut que...."* Note: *Espérer* is followed by the indicative mood.
3. to express a preceding completed action.	3.1 Use of *passé immédiat.* Subj. + *venir de* + infin. e.g. *Elle vient de se baigner.*
4. to express actions through the idiomatic uses of *"faire"*.	4.1 Subj. + *faire* + n. *Je fais le ménage.*
5. to express actions in various negative forms.	5.1 Subj. + *ne* + *voir* + *aucun* / *plus* *Il ne voit aucun livre.* *Il ne voit plus de livres.*

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able:	
1. to express length and duration of time.	1.1 Use of *il y a*, *depuis* and *pendant* Subj. + v. + time expression. *Nous sommes arrivés il y a dix minutes.* *Ils étudient depuis la semaine passée.* *Elle travaillera pendant mon absence.*
2. to express length of time in a continuing action.	2.1 Time expression + *que* + subj. + v. + phrase. *Il y a déjà trois ans que j'habite à Genève.* *Il y a trois ans que j'habite à Genève.* *Voilà trois ans que j'habite à Genève.* 2.2 Subj. + v. + phrase + time expression. *J'habite à Genève depuis trois ans.*
3. to express time in relation to simultaneous, previous and future actions.	3.1 *Il arrive à la même heure que d'habitude.* *Il est arrivé plus tard que d'habitude.* *Il arrivera plus tôt que d'habitude.*

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT

Grade 12: The student will be able to:

1. to compare the quality of actions.

1.1 Subj. + v. + *plus / moins* + adv. + *que* + n.

Il court plus vite aussi que tous les garçons.
Paul court plus vite que Georges.

Note: irregular forms of adverb

beaucoup	*plus*	*le plus*
mal	*plus mal*	*le plus mal*
	pis	*le pis*
mieux	*mieux*	*le mieux*
peu	*moins*	*le moins*

1.2 Use of superlative degree.

Subj. + v. + *le / la / les* + *plus / moins* + adj. + *de* + n.

C'est le plus grand garçon de la classe.

Note: irregular forms of adjective.

bon	*meilleur*	*le meilleur*
mauvais	*plus mauvais*	*le plus mauvais*
	pire	*le pire*
petit	*plus petit*	*le plus petit*
	moindre	*le moindre*

GRADE(S) 12

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to relay a comand.	1.1 *Dis / Dites* + *à* + person + *de* + infin. *Dites à Pierre de venir.*
2. to relay a sentence.	2.1 Subj. + indir. obj. pron. + *dire* + *de* + infin. *Il lui dit de venir.* 2.2 Subj. + indir. obj. pron. + *dire* + *que* + subj. + v. *Il leur dit qu'il connaît cet homme.*
3. to relay a question.	3.1 *Demande / Demandez* + (*à* + person) + *si / où / quand / comment / pourquoi* + subj. + v. *Demande à Paul où est la cafétéria.* 3.2 Subj. + *demander* + *si (où, etc.)* + subj. + v. *Il demande si / où / quand / pourquoi / comment nous travaillons.*

SUGGESTED VOCABULARY

This vocabulary is suggested and not prescriptive.

GRADES 10 - 11 - 12

LA FAMILLE

un bébé	
un cousin	*une cousine*
un enfant	*une enfant*
un fiancé	*une fiancée*
un fils	*une fille*
un frère	*une soeur*
un garçon	*une fille*
un grand-père	*une grand-mère*
un jumeau	*une jumelle*
un mari	*une femme*
un papa	*une maman*
un père	*une mère*
un oncle	*une tante*

L'ECOLE

un bureau	*une bibliothèque*
le bureau du directeur	*une cafétéria*
un cahier	*une carte*
un casier	*une chaise*
un concierge	*une cour*
un conseiller	*une craie*
un couloir	*une fenêtre*
un crayon	*une gomme*
un directeur	*une horloge*
un drapeau	*une infirmière*
un élève	
un étudiant	
un film	*une porte*
un livre	*une récréation*
un papier	*une table*
un professeur	
un pupitre	
un stylo	
un tableau noir/vert	
un élève	*une élève*
un étudiant	*une étudiante*

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LIEUX

un boulevard	*une avenue*
un carrefour	*une banlieue*
un chemin	*la campagne*
un hameau	*une place*
un parc	*une route*
un port	*une rue*
un quartier	*une ville*

au carrefour	*à la campagne*
au hameau	*en ville*
au parc	
au village	

EDIFICES

un aéroport	*une bibliothèque*
un arrêt d'autobus	*une cathédrale*
un bureau de poste	*une église*
un cinéma	*une gare*
un hôtel de ville	*une mairie*
un musée	*une patinoire*
un stade	
un théâtre	

un café	*une boulangerie*
un centre commercial	*une épicerie*
un restaurant	*une pharmacie*
un supermarché	

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LA FERME

le bétail
un boeuf
un camion
un chat
un cheval
un chien
un cochon
un coq
un dindon
un engrais
un fermier
un grain
un portail
un poulailler
un poulain
un poulet
un poussin
un silo à grain
un taureau
un tracteur
un veau

une barrière
une clôture
une dinde
une étable
une génisse
une herbe
une moissonneuse-batteuse
une oie
une paille
une poule
une récolte
une semence
une vache

cultiver
défricher
ensemencer
faire de la terre (canadianisme)
faire le train (canadianisme)
herser
labourer
ramasser les pierres
rassembler le troupeau
récolter
semer
soigner les animaux
traire les vaches
transporter le grain

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LES VETEMENTS

un anorak (parka)
un blouson
un chandail
un chapeau
un gant
un gilet (vest)
un imperméable
un jean
un manteau
un mouchoir
un pantalon
un pull-over
un soulier
un uniforme
un veston (jacket)

une blouse
une botte
une ceinture
une chaussette
une chemise
une cravate
une jupe
une robe
une sandale

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

PREPOSITIONS

à
à côté de
à droite de
à gauche de
au-dessous de
au-dessus de
chez
dans
devant
derrière
en face de
entre
sous
sur

ADRESSES

un boulevard	*une avenue*
un carrefour	*une contre-allée* (lane)
un échangeur (clover leaf)	*une place*
un numéro	*une rue*

NOTE: No French equivalent exists for crescent and drive.

au nord	*au nord-est*
au sud	*au nord-ouest*
à l'est	*au sud-est*
à l'ouest	*au sud-ouest*

LES PROVINCES

au Manitoba	*en Alberta*
au Nouveau-Brunswick	*en Colombie Britannique*
au Québec	*en Nouvelle-Ecosse*
au Yukon	*en Ontario*
	en Saskatchewan

à Terre-Neuve
sur l'Ile-du-Prince-Edouard
dans les Territoires du Nord-Ouest

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

L'HEURE

.... *trois heures et quart*
.... *trois heures et demie* (*heure* is feminine)
....
.... *midi et demi*
.... *minuit et demi* (*midi* and *minuit* are masculine)
.... *moins le quart*

.... *trois heures cinq*
.... *trois heures moins neuf*

NOTE: *moins quart* is often accepted in spoken French.

le matin
l'après-midi
le soir
la nuit

lundi	*vendredi*
mardi	*samedi*
mercredi	*dimanche*
jeudi	

(The week begins with *lundi* in France)

janvier	*mai*	*septembre*
février	*juin*	*octobre*
mars	*juillet*	*novembre*
avril	*août*	*décembre*

(Days and months of the year are <u>not</u> capitalized)

un printemps	*au printemps*
un été	*en été*
un automne	*en automne*
un hiver	*en hiver*

LE TEMPS ET LE CLIMAT

il fait beau	-	*il pleut*
il fait du vent	-	*il vente*
il fait froid	-	*il neige*
il y a des nuages		*c'est nuageux*
il y a du brouillard		

un banc de neige	*une poudrerie (canadianisme)*
un blizzard	*une tempête*
un orage	

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

ADJECTIFS

autre
beau
bon
court
grand
jeune
long
mauvais
petit
vieux

NOTE: In French, adjectives are placed after the noun. The adjectives on the above list are placed before the noun. They are the exceptions to the rule.

ADJECTIFS DE COULEUR

beige
blanc
bleu
brun
gris
jaune
marron
noir
rose
rouge
vert

ADJECTIFS DE PERSONNALITE

agréable
désagréable
fou
gâté
généreux
intelligent
paresseux
studieux
stupide

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LES ADVERBES

dimanche passé
l'année passée
le mois passé
la semaine passée

aujourd'hui
bientôt
ce soir
dans (temps) .... minutes
dans un instant
demain
maintenant
tout de suite

d'habitude
encore
jamais (ne... jamais)
le lundi
parfois
quelquefois
souvent
toujours

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LES SPORTS ET
LES JEUX

un amateur
l'athlétisme
un balai
un ballon
le basket
un bateau
un bâton
un billard
un boxeur
un but
un capitaine
un court de tennis
le curling
le cyclisme
un entraîneur
un équipement
un filet
le football
un gant
un gardien
un match
le patin à roulettes
un pistolet
le saut en hauteur
le saut en longueur

une arène
une balle
une bille
une boule
une canne
une carabine
une chasse
une course
une équipe
une foule
la natation
la pêche
une pente
une quille
une rame
une raquette
une rondelle

SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

NATIONALITES

un Américain	*une Américaine*
un Canadien	*une Canadienne*
un Français	*une Française*
un Italien	*une Italienne*

NOTE: Do not capitalize adjectives of nationality.

e.g. *Le drapeau canadien est rouge et blanc.*

VOCABULAIRE CORRESPONDANT:

un Acadien	*une Acadienne*
un Albertain	*une Albertaine*
un Québécois	*une Québécoise*

LES OCCUPATIONS JOURNALIERES, PROFESSIONS ET METIERS

LES OCCUPATIONS JOURNALIERES

un artiste
un atelier
un avocat
un barbier
un boucher
un boulanger
un bureau
un coiffeur
un comptable
un concierge
un domestique
un épicier
un maçon
un marteau
un menuisier
un ouvrier
un peintre
un pilote
un poète

une affaire
une armée
une boucherie
une boulangerie
une charcuterie
une compagnie
une épicerie
une hôtesse de l'air

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SUGGESTED VOCABULARY

GRADES 10 - 11 - 12

LES OCCUPATIONS JOURNALIERES, PROFESSIONS ET METIERS (continued)

PROFESSIONS

NOTE: a. No feminine forms for:

un dentiste
un docteur
un écrivain
un ingénieur
un médecin
un pasteur
un prêtre
un professeur

b. Women professionals are designated by adding:

une femme médecin

c. The following professions have both masculine and feminine forms:

un architecte	*une architecte*
un avocat	*une avocate*
un comptable	*une comptable*

METIERS

un acteur	*une actrice*
un agent de police	*une femme agent de police*
un boulanger	*une boulangère*
un charpentier	
un coiffeur	*une coiffeuse*
un électricien	
un fermier	*une fermière*
un gendarme	
un mécanicien	
un musicien	*une musicienne*
un pharmacien	*une pharmacienne*

DEFINITION OF CULTURE

Two interrelated definitions of culture linked by a set of commonly shared values and cultural themes are:

1. Culture refers to a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy.

2. Culture also refers to the behavioural patterns or life styles of people. To illustrate, the study of behavioural patterns and life styles might focus on such topics as:

   a. When and what people eat;
   b. How they make a living;
   c. The way they organize their society;
   d. The attitudes they express toward friends and members of their families;
   e. How they act in different situations;
   f. What expressions are used to show approval and disapproval; and
   g. The traditions observed.

   It is this latter definition that should form the focus of learning activities in the classroom.

Culture is a complex and dynamic phenomenon and each country possesses a myriad of subcultures. As the international expansion of technology and communication rapidly transform daily life patterns, today's life styles may become tomorrow's stereotypes or myths.

Teachers are cautioned to avoid generalizing from too little data. Rather, it is important to discuss the way people live in big cities as well as in small villages, the reactions of young people and those of the elderly, the points of view of different ethnic groups, the attitudes of people in different socio-economic strata and in different regions of a country. It is important to develop the concept that people respond to life's needs in a variety of ways.

COURSE OUTLINE

In the three-year program, an awareness of the culture of French-speaking people will be developed. A suggested course outline follows. It is recommended that teachers select topics from the following on the basis of student interests and availability of resource materials.

A. Grade 10 - Le Canada

1. Prise de conscience du fait français au Canada

   1.1 Démographie: provinciale, nationale

   1.2 Manifestations (exemples seulement)

   - Association canadienne-française de l'Alberta
   - Journal
   - Radio
   - Télévision
   - Chorales
   - Théâtre
   - Troupes de danse
   - Fêtes et festivités
   - Sports

   1.3 La famille traditionnelle et moderne

   1.4 La vie à la campagne

B. Grade 11 - La France et son influence culturelle sur d'autres pays

1. Géographie de la France (régions et villes principales)

2. La vie socio-économique en France

3. L'influence de la France dans d'autres pays

   3.1 les coutumes

   3.2 l'enseignement

   3.3 la mode

3.4 la cuisine, etc.

C. Grade 12 - Comparaisons entre différentes expressions de la réalité à travers l'art français, par exemple:

NOTE: Documents de base:
- Origines des noms de l'Ouest canadien
- La langue de la francophonie

1. Chansons:

1.1 La vie quotidienne au Canada
. Les raftsmen
. Un Canadien errant
. Vive la Canadienne

1.2 L'histoire dans la chanson française
. Malborough s'en va-t-en guerre
. Auprès de ma blonde
. Chevalier de la table ronde

2. L'architecture:

2.1 Comparer:
- La Place Royale à Québec, à la Place Royale à Paris
- Québec à St-Malo

3. Peinture et Sculpture:

3.1 L'école des Beaux-Arts à Montréal, Cornelius Krieghoff, comparés à l'Ecole Romantique, Corot

4. Poèmes:

4.1 Nelligan, Verlaine, Prévert, Georges Dor, Desnos

5. Musique:

5.1 André Gagnon comparé à C. Debussy

TEACHING STRATEGIES

BASIC ASSUMPTIONS

1. Emphasis on Communication Skills

One of the underlying premises in this program is that the study of language must be combined with opportunities to use the language. Knowledge of linguistic elements, vocabulary, sounds, word formation and grammar, although important, does not automatically lead to the ability to use the language.

The view taken in this program is that exercises and activities which encourage students to exchange with others, messages of real interest to them, should be introduced from the beginning of language study.

2. Four Skills Approach

Another assumption is that various combinations of all skills are necessary for effective communication in a language. As students vary in their predisposition toward oral and visual means of learning, it is desirable to appeal to as many of the senses as possible and to avoid a single approach for all students. To illustrate, some students will learn through visual presentation what they are not able to grasp orally. Similarly, concepts learned in receptive skills (listening and reading) can be reinforced through productive skills (speaking and writing).

3. Emphasis on Understanding the Structure of Language

Importance should be accorded to assisting students to understand the structure of the language to be learned.

Content should be sequenced to maximize reference to meaning and situations. Similarities and contrasts of form and meaning should be emphasized with numerous examples and illustrations.

4. Increased Emphasis on Cultural Awareness

Comprehending a language and being able to express oneself in a language does not ensure understanding of the social customs, the patterns of behaviours, beliefs and values of a particular society. It is suggested that a planned study of culture be implemented.

To assist in this end, numerous activities are suggested in the accompanying handbook, to develop insights into ways of life and ways of thinking of people who speak French.

5. Attention to Student Centered Learning

Increased recognition should be given to the fact that students differ in aptitude, in talents, in socio-economic background, in interests, in styles and rates of learning, and in various types of needs.

This program attempts to meet some of these different needs and interests through a variety of content and by suggesting a variety of teaching and learning strategies and evaluation procedures. An attempt is also made to adjust the objectives and content and to select learning resources which correspond to the understanding and interest levels of students in each division.

ON THE BASIS OF THESE FIVE ASSUMPTIONS, THE LANGUAGE SKILLS AND CULTURE WILL BE DISCUSSED IN THE ACCOMPANYING HANDBOOK ALONG WITH SUGGESTIONS FOR VARIOUS ACTIVITIES AND EXERCISES.

TESTING AND EVALUATION

Definitions

Testing in education is the measurement of student progress and achievement. *Evaluation* is a value judgment or decision made after observation of the results obtained through testing. It is the process of determining to what extent the objectives have been realized by the program.

Testing, therefore, is the vital ingredient in a continuous teaching-learning loop. It provides feed-back to the learner, the teacher and the program developer which can be used in evaluation.

Second language tests should be related to objectives of the language program and to the teaching procedures being used. The weight given to testing the receptive skills of reading and listening and to the productive skills of speaking and writing should have a realistic relationship to the emphasis which has been given in the classroom to each of these skills.

Purposes of Testing

1. To communicate to the student what he is expected to learn and how he is to perform;
2. To inform the student of the extent of his progress and achievement in attaining program goals;
3. To motivate the student;
4. To encourage the student to organize, to review and to develop long-range retention of material covered;
5. To provide information to the teacher for diagnostic and placement purposes;
6. To permit the teacher to adapt his teaching and to improve the program;
7. To facilitate decision-making by the student, the parents and the school.

TYPES OF TESTS

The basic types of second language tests are: progress tests, achievement tests, proficiency tests and tests of attitude and cultural awareness.

1. Progress tests

The progress test measures how much a student has learned in a specific course of study. Given at the end of a lesson, a chapter, a unit or a semester, the progress test is the type of test used most often by the classroom teacher.

Many publishers of language learning materials provide progress tests to accompany their materials. If these tests are used, they should first be evaluated to assure that they are related to the learning objectives emphasized by the program.

2. Achievement tests

The achievement test also measures what a student has learned but is designed for use with students at the same language level in different schools and programs. It is not intended as a final examination for grading students but for providing useful information for curriculum evaluation and planning.

3. Proficiency tests

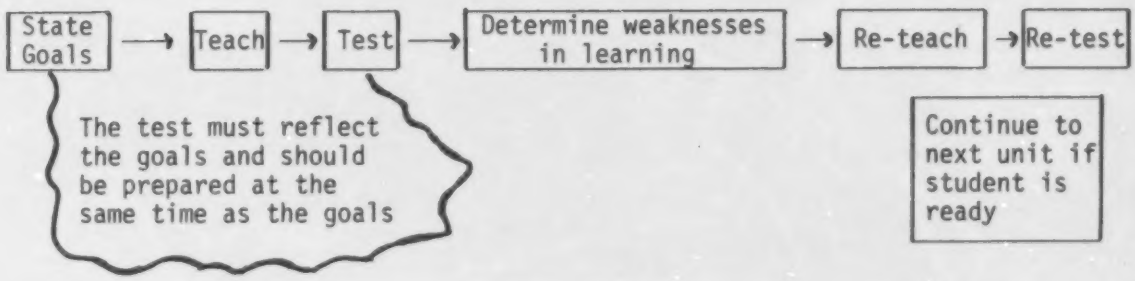
The proficiency test measures how a student's language ability corresponds to specific language expectations irrespective of the program of study he has followed. It is useful for placing a student in a course suitable to his ability.

4. Tests of Attitude and Cultural Awareness

The attitude test and the test of cultural awareness attempt to measure affective outcomes of language studies. Moreover, through measurement of a student's attitudes, feelings and values regarding the people whose language he is trying to acquire, it is assumed that conclusions can be made as to the influence of attitude on motivation and on language achievement itself.

THE TEACHING FOR MASTERY MODEL

In planning an effective instructional sequence, the following model should be kept in mind.


State Goals
Teach
Test
Determine weaknesses in learning
Re-teach
Re-test
The test must reflect the goals and should be prepared at the same time as the goals
Continue to next unit if student is ready

PRESCRIBED LEARNING RESOURCES

1. Valette, R.M. and J.-P., *French for Mastery*, (D.C. Heath and Co., Toronto: 1975) Book 1 and 2

2. (a) Valdman et al, *Son et Sens*, 2nd Edition, (Scott, Foresman and Co., Oakland: 1977)

   (b) Valdman et al, *Scènes et Séjours*, 2nd Edition, (Scott, Foresman and Co., Oakland: 1977)

SUMMARY OF LINGUISTIC CONTENT

GRADE 10

CATEGORY

IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

1.1 *Qui est-ce + ?*

C'est + proper n.

1.2 *C'est + Monsieur* + last name.

1.3 *C'est* + emphatic pron.

2.1 *Comment* | *t'appelles-tu?* / *vous appelez-vous?*

3.1 *Qu'est-ce que c'est + ?*

C'est + *un* / *une* + n.

Ce sont + des + n.

3.2 *Qui est-ce? C'est papa.* / *maman.* / *le directeur.*

4.1 *Où est-ce que vous êtes né (née)?*

5.1 *Quand est-ce que* | *tu es né (née)?* / *vous êtes né (née)?*

6.1 *Quel âge* | *as-tu?* / *avez-vous?* / *a-t-il?* / *a-t-elle?*

7.1 *Est-ce que* | *tu es* / *vous êtes* / *il est* | *canadien(ne)?*

8.1 Subj. + *être* + name of occupation.

GRADE 10

EXPRESSING ACTIONS

1.1 Subj. + v. + ?

Subj. + v.

1.2 *Est-ce que* + subj. + v.+ ?

1.3 *Qu'est-ce que* + subj.+ *faire* + ?

1.4 *Qu'est-ce que* + subj. + v. + ?

Subj. + v. + obj.

2.1 Subj. + *ne* + v. + *pas.*

3.1 Verb

Marche! Marchons! Marchez!

4.1 *Ne* + imperative form of v. + *pas.*

5.1 Subj. + aux. pres. *avoir* + p.p. + ...

5.2 Subj. + aux. pres. *être* + p.p. *(e)(s)* + ...

5.3 Subj. + *ne* + aux. pres. + *pas* + p.p. + ...

6.1 Subj. + *aller* + v. in the infin.

6.2 Subj. + *ne* + *aller* + *pas* + infin.

GRADE 10

EXPRESSING LOCATION

1.1 | *Où* + *est* / *sont* + n. + ?

Le / *La* / *Les* + *voilà.*

1.2
Où est le bureau de poste? *Le voilà.*
Où est la banque? *La voilà.*
Où sont les magasins? *Les voilà.*

2.1 | *Où* + *être* + modified n. + ?

Subj. + *être* + prepositional phrase.

2.2 | *Où* + *est-ce que* + subj. + v. + ?

3.1 | Subj. + v. + *à* + name of city.

EXPRESSING TIME

1.1 *Quelle heure est-il?*
Il est deux heures.

2.1 *C'est le matin?*
Oui, c'est le matin.

3.1 *Quel jour est-ce, aujourd'hui?*
C'est mardi.

4.1 *Quel mois est-ce?*
C'est septembre.

5.1 *Quelle est la date?*
C'est le 15 avril.
C'est lundi, le 15 avril.

GRADE 10

EXPRESSING TIME

Quelle est la date de ton anniversaire?
C'est le 2 mai.

6.1 *Quelle saison est-ce?*
C'est le printemps.

7.1 | *Quand* + *est-ce que* + subj. + v. + ?

| Subj. + v. + part of the day.

7.2 | *A quelle heure* + *est-ce que* + subj. + v. + ?

| Subj. + v. + time of the day.

8.1 | *Le* + time expression + subj. + v. + prepositional phrase.

8.2 *L'après-midi, je vais à l'école.*

EXPRESSING POSSESSION

1.1 | Subj. + *avoir* + object + ?

2.1 | *C'est* / *Ce sont* + def. art. + n. + *de* + n. + ?

Masculine Singular *de + le = du / de l'*	Feminine Singular *de + la = de la / de l'*
Plural *de + les = des*	

GRADE 10

EXPRESSING POSSESSION

3.1

	Masculine	Feminine
Singular	*mon* *ton* *son* *notre* *votre* *leur*	*ma* *ta* *sa*
Plural	*mes* *tes* *ses* *nos* *vos* *leurs*	

EXPRESSING QUANTITY

1.1 *Nombres 1 - 1001*

2.1 *Quel* + *être* + modified n. + ?

3.1 *Combien de* + pl. n. + *est-ce que* + subj. + *avoir* + ?

Subj. + *avoir* + number + n.

3.2 Subj. + *ne* + *avoir* + *pas* + *de* + n.

EXPRESSING PERMISSION AND DESIRE

1.1 *Est-ce que* + subj. + *pouvoir* + infin. + ?

Subj. + *pouvoir* + infin.

1.2 Subj. + *ne* + *pouvoir* + *pas* + infin.

GRADE 10

EXPRESSING PERMISSION AND DESIRE

2.1 *Est-ce que tu veux sortir?*
Oui, je veux sortir.

2.2 *Non, je ne veux pas sortir.*

3.1 Subj. + *savoir* + infin.

3.2 Subj. + *pouvoir* + infin.

3.3 Subj. + *ne* + *pouvoir* + *pas* + infin.

DESCRIBING PEOPLE, THINGS & CONDITIONS

1.1 *De quelle couleur* + *être* + n. + ?

Subj. + *être* + colour.

2.1 *Comment* + *être* + n. + ?

Subj. + *être* + adj.

3.1 Subj. + *être* + adv. + adj.

4.1 *C'est* + indef. art. + adj. + n.

C'est + indef. art. + n. + adj.

5.1 *Quel temps fait-il?*
Il fait beau.
Il pleut.

6.1 Subj. + v. + adv.

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GRADE 10

DESCRIBING PEOPLE, THINGS & CONDITIONS

7.1 *Comment vas-tu?*
J'ai mal à la tête.
Je vais bien.

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

1.1 Subj. + v. + infin.

2.1 *Je dois lire.*

3.1 *Qu'est-ce que tu dois faire?*
Je dois partir à 4:00 h.
Je dois faire mes devoirs.

EXPRESSING CAUSE AND EFFECT

1.1 *Pourquoi est-ce que* + subj. + v. + *?*

Subj. + v. + *parce que* + subj. + v.

Parce que + subj. + v.

Subj. + v.

GRADE 11

EXPRESSING RELATIONSHIPS

1.1 Subj. + v. + *où / quand / comment* + subj. + v.

2.1 *Il fera du ski quand il neigera.*
Il sera riche quand il reviendra.
Viens me voir quand tu reviendras.
Aussitôt que Paul arrivera, nous irons au cinéma.

GRADE 11

EXPRESSING RELATIONSHIPS

3.1 Subj. + v. + n. + { *à* / *au* / *à l'* / *aux* } + n.

Subj. + ind. obj. pron. + v. + n.

3.2 Subj. + *ne* + ind. obj. pron. + v. + *pas.*

3.3 Use of pronoun objects.

3.4 Use of two pronoun objects.

Subj. + { *me* / *te* / *se* / *nous* / *vous* } + { *le* / *la* / *les* } + { *lui* / *leur* } + *y* + *en* + v.

EXPRESSING LOCATION

1.1 *Où est-ce que* + subj. + *aller* + *?*

Subj. + *aller* + *en, à, au, aux* + n.

1.2 *D'où est-ce que* + subj. + *venir* + *?*

Subj. + *venir* + *de* + n.

1.3 *Je voyage de Vancouver à Edmonton.*

1.4 Subj. + *y* + v.

Tu vas au cinéma?
Oui j'y vais.

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GRADE 11

EXPRESSING LOCATION

1.5 Subj. + *en* + v.

Tu viens de France?
Oui, j'en viens.

2.1 *Balzac vivait en France.*
Au Japon on cultive des perles.
Amsterdam se trouve aux Pays-Bas.
Il vient de Belgique.
Il arrive du Sénégal.
Ce sont des tableaux des Etats-Unis.
Les Etats-Unis font partie de l'Amérique du Nord.

3.1 Four points of the compass.

3.2 Other prepositional expressions.

4.1 *Edmonton est à quelle distance de Calgary?*
Edmonton est 289 kilomètres de Calgary.
C'est à 289 kilomètres.

EXPRESSING TIME

1.1 *Le train part à 23 h. 45.*

2.1 *Il est 3 h. 20 de l'après-midi.*
Il est 2 h. du matin.
Il est 7 h. du soir.

3.1 *Il est 9 h. juste.*
Je pars dans 10 minutes.
Il arrive vers 7h.
Marie sera ici jusqu'à 3 h.

4.1 *Il dort toujours.*
Il ne dit jamais oui.

GRADE 11

EXPRESSING POSSESSION

1.1 | *A qui est* + demonstrative adj. + n. + ?

| Subj. + *être* + *à* + disjunctive pron.

EXPRESSING QUANTITY

1.1 *Voilà de la farine.*
Voilà du pain.
Je n'ai pas d'argent.

2.1 *J'ai assez de pain.*

2.2 | Subj. + v. + adv. of quantity + *de* + n.

2.3 | Subj. + v. + n. of quantity + *de* + n.

3.1 | Subj. + v. + adv.

| Subj. + aux. + adv. + p.p.

4.1 | Subj. + v. + adv. + adv.

| Subj. + v. + adv. + adj.

5.1 | Subj. + *en* + v. + number.

6.1 | Subj. + *ne* + v. + *que* + number + n.

Combien de frères as-tu?
Je n'ai qu'un frère.

7.1 *"premier"* to *"vingt et unième"*

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GRADE 11

1.1 Subj. + *être* + adj.

1.2 *Comment trouves-tu Paul?*
Je le trouve sympathique.

2.1 Use of comparative degree.

Subj. + *être* + *plus* / *moins* / *aussi* + adj. + *que* + n.

3.1 Use of suffix *ment* to form adverbs.

naturel → *naturelle* → *naturellement*

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

1.1 *Il faut* + infin.

2.1 *Elle ne connaît pas Montréal.*
Tu connais ce jeune homme.
Il ne sait pas mon âge.
Je sais son adresse et je connais sa maison.

2.2 Use of *connaître*.

Elle connaît son métier.

SPECIFICATION OF PERSONS AND OBJECTS

1.1 Use of interrogative adjective.

Int. adj. + *être* + pred. n.

1.2 Int. adj. + n. + *est-ce que* + subj. + v.

Int. adj. + n. + v. + -subj.

2.1 *A qui est* | *ce livre?* / *cette règle?*

GRADE 11

SPECIFICATION OF PERSONS AND OBJECTS

Ce livre est à moi.
Cette règle est à toi.

3.1 | *Ce* + n. + hyphen + *-ci* / *-là*

EXPRESSING ACTIONS

1.1 | V. + hyphen + subj. pron. + ?

1.2 | V. + hyphen + *t* + hyphen + *il* / *elle* + ?

2.1 | Subj. + refl. pron. + v.

3.1 Use of the reflexive verbs in the imperative mood (affirmative and negative).

3.2 Use of all irregular verbs in the imperative mood.

4.1 | V. + subj. + direct object.

4.2 | Aux. + hyphen + subj. pron. + p.p. + ?

5.1 Use of *imparfait*.

6.1 Appropriate use of *imparfait* and *passé composé* tenses.

7.1 *Nous partirons demain.*
Il viendra la semaine prochaine.

GRADE 12

SPECIFICATION OF PERSONS AND OBJECTS

1.1 Use of *quelqu'un, quelque chose.*

2.1 Use of indefinite pronoun *rien, personne.*

2.2 Subject:

Personne / *Rien* + *ne* + v.

2.3 Object:

Subj. + *ne* + v. + *rien.* / *personne.*

Subj. + *ne* + aux. + p.p. + *personne.*

Subj. + *ne* + aux. + *rien* + p.p.

3.1 Use of *cela (ça).*

4.1 Use of relative pronouns.

Subj. + v. + n. + *qui* + v.

Subj. + v. + n. + *que* + subj. + v.

5.1

Subj. + *ne* + v. + *ni* + def. art. + n. + *ni* + def. art. poss. adj. poss. adj.

6.1 Use of indefinite adjectives.

EXPRESSING ACTIONS

1.1 Use of *présent du conditionnel* of all verbs.

GRADE 12

EXPRESSING ACTIONS

2.1 Use of *présent du subjonctif.*

Il faut que + subj. + pres. subjun.

3.1 Use of *passé immédiat.*

Subj. + *venir de* + infin.

4.1 | Subj. + *faire* + n. |

5.1 | Subj. + *ne* + *voir* + *aucun* / *plus* |

EXPRESSING TIME

1.1 Use of *il y a, depuis* and *pendant.*

Subj. + v. + time expression.

2.1 | Time expression + *que* + subj. + v. + phrase. |

2.2 | Subj. + v. + phrase + time expression. |

3.1 *Il arrive à la même heure que d'habitude.*
Il est arrivé plus tard que d'habitude.
Il arrivera plus tôt que d'habitude.

DESCRIBING PEOPLE, THINGS AND CONDITIONS

1.1 | Subj. + v. + *plus* / *moins* + adv. + *que* + n. |

GRADE 12

DESCRIBING PEOPLE, THINGS AND CONDITIONS

1.2 Use of superlative degree.

Subj. + v. + *le / la / les* + *plus / moins* + adj. + *de* + n.

INDIRECT SPEECH

1.1

Dis / Dites + *à* + person + *de* + infin.

2.1

Subj. + ind. obj. pron. + *dire* + *de* + infin.

2.2

Subj. + indir. obj. pron. + *dire* + *que* + subj.+ v.

3.1

Demande / Demandez + (*à* + person) + *si / où / quand / comment / pourquoi* + subj. + v.

3.2

Subj. + *demander* + *si (où, etc.)* + subj.+ v.

CATEGORY:

IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell who someone is.	1.1 Bk. 1 Ch. 2 1.2 Bk. 1 Ch. 2 1.3 Bk. 1 Ch. 2
2. To ask and tell someone's name.	2.1 Bk. 1 Ch. 2
3. To ask and tell what something or who someone is.	3.1 Bk. 1 Ch. 4 Bk. 1 Ch. 2 Bk. 1 Ch. 2 3.2 Bk. 1 Ch. 2
4. To ask and tell about place of birth.	4.1 Bk. 1 Ch. 1
5. To ask and tell about date of birth.	5.1 Bk. 1 Ch. 1
6. To ask and tell about age.	6.1 Bk. 1 Ch. 4
7. To ask and tell about nationality.	7.1 Bk. 1 Ch. 2
8. To ask and tell about occupations.	8.1 Bk. 1 Ch. 7

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell what one does.	1.1 Bk. 1 Ch. 1 1.2 Bk. 1 Ch. 1 1.3 Bk. 1 Ch. 4 1.4 Bk. 1 Ch. 4 Bk. 1 Ch. 1
2. To express actions in the negative.	2.1 Bk. 1 Ch. 5
3. To carry out commands.	3.1 Bk. 1 Ch. 5
4. To give commands in the affirmative and in the negative.	4.1 Bk. 1 Ch. 5
5. To express completed actions in the affirmative, negative and interrogative form.	5.1 Bk. 1 Ch. 9 Bk. 1 Ch. 9 5.2 Bk. 1 Ch. 9
6. To express an action in the immediate future.	6.1 Bk. 1 Ch. 3 Bk. 1 Ch. 3

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell where people and objects are located.	1.1 Bk. 1 Ch. 1 1.2 Bk. 1 Ch. 6 1.3 Bk. 1 Ch. 1 1.4 Bk. 1 Ch. 1
2. To express the location of people or objects in relation to each other.	2.1 Bk. 1 Ch. 1

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell the time of day in hours and minutes.	1.1 Bk. 1 Ch. 2
2. To ask and tell the parts of the day.	2.1 Bk. 1 Ch. 3
3. To ask and tell the days of the week.	3.1 Bk. 1 Ch. 3
4. To ask and tell the months of the year.	4.1 Bk. 1 Ch. 3
5. To ask and tell the date.	5.1 Bk. 1 Ch. 3
6. To ask and tell the seasons.	6.1 Bk. 1 Ch. 3
7. To ask and tell when an action takes place.	7.1 Bk. 1 Ch. 1 Bk. 1 Ch. 3 7.2 Bk. 1 Ch. 2 Bk. 1 Ch. 2
8. To express frequency.	8.1 Bk. 1 Ch. 3

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell about possession, using the verb *avoir*.	1.1 Bk. 1 Ch. 2
2. To ask and tell about possession, using *de* and a noun.	2.1 Bk. 1 Ch. 3 Bk. 1 Ch. 3
3. To express possession in answer to questions using all forms of the possessive adjective.	3.1 Bk. 1 Ch. 4 Bk. 1 Ch. 4

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To count from 1 - 1001.	1.1 Bk. 1 Ch. 1 Bk. 1 Ch. 4
2. To ask and tell telephone numbers.	2.1 Bk. 1 Ch. 3
3. To ask and tell the number of people or things.	3.1 Bk. 1 Ch. 4 Bk. 1 Ch. 2 3.2 Bk. 1 Ch. 2

CATEGORY:

EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell what one is or is not able to do.	1.1 Bk. 1 Ch. 7 Bk. 1 Ch. 7 1.2 Bk. 1 Ch. 7 Bk. 1 Ch. 7
2. To ask and tell what one does or does not want to do.	2.1 Bk. 1 Ch. 7 2.2 Bk. 1 Ch. 7
3. To distinguish skill in an activity from ability to perform an action.	3.1 Bk. 1 Ch. 6 3.2 Bk. 1 Ch. 7 3.3 Bk. 1 Ch. 7

CATEGORY:

DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To ask and tell the colour of things.	1.1 Bk. 1 Ch. 2 Bk. 1 Ch. 2
2. To ask and tell the quality of things and people.	2.1 Bk. 1 Ch. 2
3. To intensify quality.	3.1 Bk. 1 Ch. 2
4. To tell the quality of people and things.	4.1 Bk. 1 Ch. 2 Bk. 1 Ch. 2
5. To describe weather.	5.1 Bk. 1 Ch. 4
6. To describe how someone performs an action.	6.1 Bk. 1 Ch. 7

CATEGORY:

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 10 The student will be able:	
1. To express states of mind and attitudes with verbs which require a complementary infinitive.	1.1 Bk. 1 Ch. 7
2. To express obligation with verbs which require a complementary infinitive.	2.1 Bk. 1 Ch. 7

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To express the relationship between two or more ideas.	1.1 Bk. 2 Ch. 3
2. To express time relationships.	2.1 Bk. 2 Ch. 8
3. To express the relationship of the verb with the object noun and pronoun.	3.1 Bk. 2 Ch. 2 3.2 Bk. 2 Ch. 2 3.3 Bk. 2 Ch. 2 3.4 Bk. 2 Ch. 2

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To ask and tell where one goes to or comes from.	1.1 Bk. 2 Ch. 1 1.2 Bk. 2 Ch. 2 1.3 Bk. 2 Ch. 2 1.4 Bk. 2 Ch. 2
2. To express geographic locations in reference to countries and continents.	2.1 Bk. 2 Ch. 2 Bk. 2 Ch. 2
3. To express direction relative to another location.	3.1 Bk. 2 Ch. 2 3.2 Bk. 2 Ch. 1

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To express time according to the 24 hour clock.	1.1 Bk. 2 Ch. 2
2. To express time of day.	
3. To express exact or approximate time.	3.1 Bk. 2 Ch. 4
4. To express degree of frequency.	4.1 Bk. 2 Ch. 2

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To ask and express possession using the interrogative *A qui + être.*	1.1 Bk. 2 Ch. 3

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To express parts of the whole in the affirmative and negative.	1.1 Bk. 2 Ch. 1
2. To estimate quantity of things, people and conditions.	2.1 Bk. 2 Ch. 3 2.2 Bk. 2 Ch. 3
3. To modify verbs with expressions of quantity.	3.1 Bk. 2 Ch. 3 Bk. 2 Ch. 3
4. To modify adverbs and adjectives with expressions of quantity.	
5. To express quantity using the pronoun *en*.	5.1 Bk. 2 Ch. 3
6. To express restrictive quantity.	6.1 Bk. 2 Ch. 3
7. To use ordinal numbers.	7.1 Bk. 2 Ch. 2

CATEGORY:

DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To describe people using a wider variety of adjectives.	1.1 Bk. 2 Ch. 1 Bk. 2 Ch. 8 1.2 Bk. 2 Ch. 8
2. To compare the quality of people and things.	2.1 Bk. 2 Ch. 8
3. To qualify actions.	3.1 Bk. 2 Ch. 3

CATEGORY:

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATION

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To ask and tell what one is obliged or is not obliged to do.	1.1 Bk. 2 Ch. 6
2. To express knowledge of place of fact, of discipline.	2.1 Bk. 2 Ch. 3 2.2 Bk. 2 Ch. 3

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*French for Mastery*

Grade 11 The student will be able:

1. To seek specification of persons, objects or places by using interrogative adjectives.	1.1 Bk. 2 Ch. 1 1.2 Bk. 2 Ch. 9 Bk. 2 Ch. 9

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 11 The student will be able:	
1. To formulate questions by using inversion.	1.1 Bk. 2 Ch. 1 1.2 Bk. 2 Ch. 1
2. To express action reflected on the subject.	2.1 Bk. 2 Ch. 5
3. To express orders.	3.1 Bk. 2 Ch. 5 3.2 Bk. 2 Ch. 5
4. To express an action replacing the noun object with a pronoun.	4.1 Bk. 2 Ch. 9
5. To express repeated action in the past.	5.1 Bk. 2 Ch. 4
6. To distinguish continuing actions from completed actions in the past.	6.1 Bk. 2 Ch. 4
7. To express actions in the future.	7.1 Bk. 2 Ch. 3 Bk. 2 Ch. 8

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 12 The student will be able:	
1. To express the indefinite person or thing.	1.1 Bk. 2 Ch. 10
2. To express the negative of persons and objects.	2.1 Bk. 2 Ch. 10 2.3 Bk. 2 Ch. 3
3. To refer to a previous or following statements or things.	
4. To elaborate on a person or thing already mentioned.	4.1 Bk. 2 Ch. 9 Bk. 2 Ch. 9
5. To express the negative of persons and objects.	5.1 Bk. 2 Ch. 3
6. To identify persons and things.	6.1 Bk. 2 Ch. 10

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 12 The student will be able:	
1. To express relative time under specified conditions.	1.1 Bk. 2 Ch. 8
2. To express subjective notions.	2.1 Bk. 2 Ch. 7
3. To express a preceding completed action.	3.1 Bk. 2 Ch. 2
4. To express actions through the idiomatic uses of *faire*.	4.1 Bk. 2 Ch. 2
5. To express actions in various negative forms.	5.1 Bk. 2 Ch. 2

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS	*French for Mastery*
Grade 12 The student will be able:	
1. To express length and duration of time.	1.1 Bk. 2 Ch. 4
2. To express length of time in a continuing action.	2.1 Bk. 2 Ch. 4
3. To express time in relation to simultaneous previous and future actions.	3.1 Bk. 2 Ch. 4

CATEGORY:

DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	*French for Mastery*

Grade 12 The student will be able:

1. To compare the quality of actions.	1.1 Bk. 2 Ch. 8 1.2 Bk. 2 Ch. 8